DOCUMENT RESUME

ED 197 426 EA 013 207

AUTHOR DuBois, Donald W.
TITLE Teacher Evaluation: The Salem Public Schools Model. OSSC Bulletin, Vol. 24, No. 3.
INSTITUTION Oregon School Study Council, Eugene.
PUB DATE Nov 80
NOTE 32p.
AVAILABLE FROM Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00; $3.00 if prepaid; 10% discount for 10 or more copies)
JOURNAL CIT OSSC Bulletin: v24 n3 Nov 1980

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Role; Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Evaluators; *Faculty Development; Inservice Teacher Education; Master Teachers; Occupational Information; Program Descriptions; State Legislation; State Standards; *Teacher Evaluation
IDENTIFIERS Beginning Teacher Evaluation Study; Salem Public Schools OR; Senate Bill 354 (Oregon 1979)

ABSTRACT

Oregon Senate Bill 354 has required each school district in Oregon to develop a teacher evaluation plan that would include job descriptions, performance standards, observations, postevaluation, and a written program of assistance, if needed. The Beginning Teacher Evaluation Study (BTES) has drawn some conclusions about teacher effectiveness that were helpful in establishing an evaluation plan in Salem (Oregon). The Salem plan is based on performance standards and job descriptions. The writing of performance goals is accomplished through a joint effort of teacher and evaluator. The plan requires more extensive observations (both formal and informal) for all teachers than the state mandates. Staff meetings, which included a short slide/tape presentation, preceded implementation of the plan. In addition, the district has chosen a group of "master teachers" to help others improve their teaching methods and has initiated a 15-20 hour inservice program for evaluators. Final judgments and comments on evaluation are reserved for the principals. A copy of Senate Bill 354, a sample job description, performance standards, and evaluation procedures and forms are appended. (WD)

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OSSC BULLETIN

# TEACHER EVALUATION: THE SALEM PUBLIC SCHOOLS MODEL

by
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Salem, Oregon

Oregon School Study Council
Vol. 24, No. 3
November 1980

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## Preface

Teacher evaluation, historically, has been a mess. Teachers and school administrators typically dislike the process. Teachers often feel naked and defenseless by the "inspection" and "report card" system. For principals, the teacher evaluation process is a gut-wrenching, time-consuming duty. Both know the process rarely helps improve teacher performance and seldom is either comprehensive or specific enough to hold up under third-party scrutiny.

Senate Bill 354 required each Oregon district's school board to develop an evaluation process in consultation with school administrators and teachers by July 1980. (A summary of this bill, passed by the 1979 Legislative Session is included in Appendix A.) The legislation required, also, that some specific items be included as part of each plan:

- job descriptions,
- performance standards,
- preevaluation interview to establish performance goals,
- multiple observations,
- a postevaluation interview,
- a written program of assistance (if needed),
- annual evaluations for probationary and biennial evaluations for permanent teachers.

In the first section, the results of recent research on teaching effectiveness are reviewed and their relationship to evaluation discussed. Next the Salem teacher evaluation system is explained. Implementation and the attendant problems of introducing change are then considered. Finally, a monitoring and maintenance system is proposed.

This *Bulletin* describes what one Oregon school district has done (and plans to do) to modify the conditions mentioned in the first paragraph and to respond to the legal requirements discussed in the second.

FINDINGS OF RECENT RESEARCH ON TEACHER EFFECTIVENESS

and THEIR RELATIONSHIP TO TEACHER EVALUATION

Some recent research will be of great value to evaluators. That research is indicating which teacher behaviors have an impact on student learning. Most of the findings seem only to verify what common sense would have told us. We may need to be reminded, though, that common sense has also had some girls believing that kissing made them pregnant and caused early navigators to believe that to sail a ship too far in one direction would result in dropping off the edge of the world.

A review and summary of the findings of the Beginning Teacher Evaluation Study (BTES) was done recently in a "Research Action Brief" by the ERIC Clearinghouse on Educational Management at the University of Oregon. Dr. Dave Doerksen of the Salem School District in an unpublished paper has summarized findings drawn from studies done or reviewed by Rosenshine, McDonald, Medley, Gage, and Coker. Dr. Doerksen also reviewed the work of the BTES group.

What are those findings? At the risk of converting these important and complex facts into something shallow and simplistic--the effective teacher:

1. Gets students to accumulate "academic learning time" by having them:

   - Spend time on task
   - Really engage in or pay attention to the task
   - Perform the task with high success

2. Displays these behaviors:

   - *Diagnoses*--has a good grasp of each student's ability, skill levels, and needs
   - *Prescribes*--matches instruction to students abilities, skill levels, and needs
   - *Presents*--structures the lesson and gives clear directions
   - *Monitors*--keeps track of student progress on tasks
   - *Gives Feedback*--tells students how they are doing

3. Fosters an environment:

- Where academic learning is valued
- That encourages cooperation and responsibility
- Where order is maintained with little effort exerted and with infrequent reprimands

Given that these characteristics of effective teachers are valid, what is the relationship to teacher evaluation?

An absolute must to any effective evaluation system is the existence of standards. I have a friend who judges livestock at the Oregon State Fair. When deciding which Black Angus or Jersey gets the blue ribbon, the judge has a list of characteristics (either on paper or in the mind) against which to measure. The owner also knows what is to be evaluated. Those items within the owner's control to alter will now be goals for him or her to work on before next year's competition. The owner of the cow, my friend tells me, usually feels that the judge has been fair.

If we know or strongly believe certain behaviors of teachers do influence student learning in the classroom, then shouldn't those behaviors be the standards against which we judge teacher proficiency? Wouldn't sharing those standards with the teachers cause the evaluation system to be more open and fair? Wouldn't specific effort by all teachers to improve their performance on one or more of these standards increase their chance to be more effective teachers? Wouldn't it be productive to train (or retrain) teachers in the specific skills they need to be "effective" teachers? We in the Salem School District believe the answer to each of these questions is "yes." The plan described in the next chapter has its roots in these beliefs.

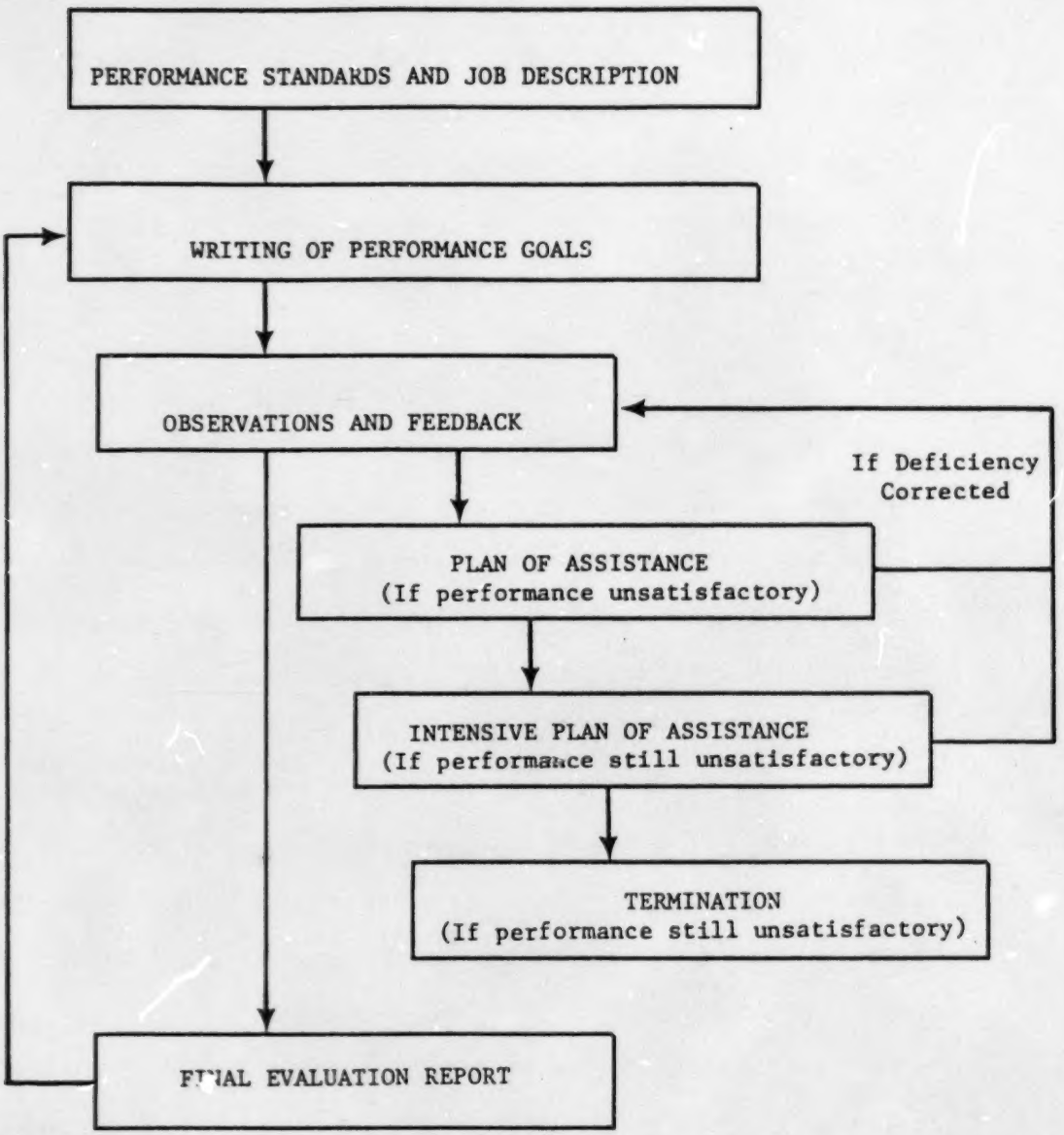
SALEM'S SYSTEM OF TEACHER EVALUATION

What's in a Name? The name of the Salem Public Schools' plan for teacher evaluation was chosen carefully to reflect a philosophy. The letters E.P.I.C. decode to: "evaluation through performance improvement commitments." The plan is based on the premise that all professionals have a commitment to a continuing improvement in performance. The plan has two purposes: (1) the improvement of instruction and (2) the evaluation of teacher performance. We hope some of that meaning will be conveyed by the title E.P.I.C.

Overview. The plan is perhaps best summarized by the schematic on the next page. The plan is based on *standards and job descriptions*. The *writing of performance goals* is accomplished through a joint and cooperative teacher/evaluator effort. These goals are always referenced to an item in either the job description or the performance standards to avoid the mistake of focusing teacher effort on an activity that does not relate to improved teacher effectiveness or is not a part of the teacher's responsibility. Frequent *observation and feedback* sessions follow throughout the evaluation period and lead to a *final evaluation report*.

The schematic shows the actions to be taken whenever performance is unsatisfactory. The *plan of assistance* is prepared at any point in the evaluation process when the teacher's performance is less than satisfactory. If the assistance plan works, the teacher returns to the regular evaluation process. If performance is still unsatisfactory, an *intensive plan of assistance* is developed. Again, if the performance becomes satisfactory, the teacher returns to the regular process. If all efforts at assistance are unsuccessful, then *termination* procedures are invoked.

OVERVIEW OF EVALUATION



Job Descriptions. Job descriptions have been developed for about one hundred different classifications in the Salem system. (For a sample job description, see Appendix B.) It may be important to note that:

(1) each job description is formatted so it can be converted to a position description. This was done by leaving space for "additional responsibilities" and "additional qualifications" and

(2) each teacher signs the bottom of the job description to indicate it has been discussed and that he/she has received a copy. The principal also signs to indicate he/she approves this description to be an adequate definition of this teacher's job.

Standards. The performance standards for Salem teachers (see Appendix C) represent a concerted effort to list those expectations that make a difference in student learning. With the exception of a few statements that seem administratively necessary to organize and coordinate the work of the several teachers in each school and the several schools in the district, the items are research connected.

We believe standards for teachers should be basically the same nationwide and should be modified only as research brings in new evidence that would either modify items in the standards or suggest new items.

The Salem district used teachers and administrators in a strong consultative and advisory role during the development of the evaluation plan. Nevertheless, we believe the task of developing job descriptions and performance standards is clearly a management responsibility.

Observations. The minimum number of observations required by Senate Bill 354 is two per year for probationary and two biennially for permanent teachers.

The Salem plan greatly exceeds that number, as the Evaluation Calendar (see Appendix D) shows. Salem public school evaluators are required to complete five observations per year for the first-year probationary teachers,

four per year for the second- and third-year probationary teachers, and three per year for the permanent teachers. The Salem plan also requires yearly final evaluations on permanent teachers.

The other unique characteristics of Salem's evaluation calendar are these requirements:

(1) the writing of performance goals within two weeks following the final evaluation deadline, and
(2) the beginning of the new evaluation period immediately following the end of the previous evaluation period. This second procedure eliminates the common practice of having no (or a greatly reduced) supervision and evaluation from the end of the evaluation period until the start of the next school year. This is especially true with successfully performing teachers.

The Salem evaluation plan carefully describes "formal" and "informal" observations (see Appendix E). It requires (1) that a specified number of the observations be formal and follow the clinical supervision model (see Appendix F) and (2) that they be focused on one or more of the teacher's performance goals.

Documentation. Our discussions with evaluators from other school districts have led us to believe that many districts only carefully document the "problem" teachers' evaluations. The Salem plan is based on the assumption that every teacher deserves feedback in an official and documented way. The plan requires, therefore, that every part of the process be documented in writing on the appropriate forms and be signed and dated by both the teacher and the evaluator. The teacher always gets a copy. Sample copies of the preobservation, postobservation, informal observation, and teacher evaluation forms are included in Appendix G.

## PROBLEMS OF IMPLEMENTATION

It is one thing to develop a plan and quite another to put it into action. In Salem, we saw as the first implementation step the need to have both the principals and the teachers clearly understand the plan. Besides printing and distributing enough copies of the plan so that everyone involved could have a copy, we also held in each school, staff meetings devoted to helping all teachers understand the new plan.

In the Salem district, we have developed a twenty-minute slide/tape presentation that we feel serves several functions: (1) it helps to transmit a single, standard message to all teachers (as opposed to the possibility that several principals might give several versions of the evaluation plan), (2) the professionally prepared slide/tape presentation is short, crisp, and clear, (3) it is a change from the usual principal presentation, or the usual principal-led discussion, so it tends to be more interesting.

The second implementation step for the evaluation plan is to help teachers incorporate new teaching methods that the research shows do make a difference in student learning. It is not enough for the teachers to have read the research findings! They need specific instruction, modeling, and guided practice to include those skills, knowledges, and attitudes into their teaching practices. In Salem we have chosen to use a select group of "master teachers" to be coaches of the other teachers. This effort is planned as a three-year project. All the training given to the "master teachers" will also be given to principals.

The third phase of the implementation program is to train the teacher-evaluators to be competent managers of the teacher evaluation process.

To support this effort, a 15-20 hour evaluator inservice program has been developed. It consists of eighteen instructional segments and is supported by videotapes, participant workbooks,and a Leader's Guide. The table of contents to this Leader's Guide is included in Appendix H.

Another implementation consideration is the need to support the principal in his or her new role as a teacher of teachers. That support will include:

- an ongoing training program to make the principal an expert on teaching
- a concerted effort by our central administrators to give top priority to the teacher evaluation process and back up that commitment with actions such as calling a minimum of out-of-building-meetings in order to protect the principal's time for the evaluation process
- a realization that the implementation will not be perfect or immediate

A final implementation step that is not often given serious consideration deals with the issue of reducing the stress, trauma, and the downright pain of change. We believe it is important to reduce that anxiety as much as possible. Some possible methods we have considered are:

- lowering the goals to assure a high rate of success
- controlling the rate of change
- forming groups to give support to individuals
- cermonializing the process to give it status and emphasize its value

## MONITORING AND MAINTENANCE

Monitoring. The never-ending debate over whether there should be a separation of "supervision" from "evaluation" or whether there can be "supervision" without first having "evaluated" is a problem all districts must address in their evaluation/supervision plan.

The management team members of the Salem Public School System believe they and they alone have a "quality control" responsibility. This includes establishing goals for teachers, gathering data about teachers' performance--weighed, of course, against those teachers' job descriptions and the district's performance standards--and then making judgments about the effectiveness of those teachers.

The Salem plan does allow principals to use "others" (teachers, department heads, curriculum specialists, and so forth) to assist them in gathering data and in helping teachers with particular improvement efforts. A clear distinction is made, however, between the roles of these "others" (who are not administrators) and the role of the administrator. The "others" do not make judgments or express evaluation comments to either the teacher or the evaluator. The distinction between information and judgment is carefully drawn in our inservice training of administrators to help them with role clarification.

We believe managers will most likely get what they inspect--rather than expect. So, the Salem plan calls for a monitoring schedule that greatly exceeds legal requirements. It requires more frequent and more intensive observations than either common practice or legal requirements would dictate.

The monitoring process, described above, serves the very important and necessary function of teacher evaluation. The Salem plan also emphasizes a second monitoring purpose: that of influencing growth in teacher effectiveness. It is to this end that most of our staff evaluation effort will be focused.

For the same reasons that teachers should be monitored by their supervisors, teacher-evaluators must be monitored by their supervisors. The effectiveness of building-level administrators in attending to the supervision and evaluation process depends upon a sustained effort by central office administrators to assist the principals. Specifically, they can help the principals gain the skills needed for the job, free the principals' time by keeping out-of-building meetings to a minimum, and give the staff development function high priority in the district.

Maintenance. Maintaining a staff development program related to teacher effectiveness is like feeding a teenaged boy--you just get him fed and he's hungry again.

With an evaluation program, you just get teachers trained in all the knowledges, skills, and attitudes they seem to need to make a difference in student learning in their classrooms, and you find some of that learning has been forgotten, some of the training didn't "take," or the teacher has left the district. You just get the principals well trained in the skills of clinical supervision, and they need help in the documentation process of a difficult dismissal case or they move from the district.

To save one's sanity it must be accepted that this learning, like all learning, is never ending. It lasts as long as you want the evaluation plan to function effectively.

I am always impressed by the number of hours of closely directed practice that professional athletes go through not only prior to the start of the season but during the season in order to perform well. Shouldn't we expect this to be true of the professional teacher?

## SUMMARY

This plan is not totally new. It contains some new elements that are required by law, some other elements that seem justifiable because they are based on recent research findings, and some other elements that professional judgment dictates to be essential if we expect improved teacher effectiveness from an evaluation plan.

As to its life span, we hope it does not stay on after it loses its usefulness. It is our intent to carefully and continually assess our progress and modify the plan as needed.

We present the plan in the hope that it will be a springboard for others attempting to implement this type of evaluation program. We believe that it is an adaptable and workable plan which serves as a bridge between past successful practice and current innovation.

OREGON LEGISLATIVE ASSEMBLY–1979 Regular Session

# B-Engrossed

# Senate Bill 354

Ordered by the House June 23
(Including Amendments by Senate May 11 and by House June 23)

Sponsored by COMMITTEE ON LABOR, CONSUMER AND BUSINESS AFFAIRS (at the request of Oregon Education Association)

## SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

Requires district school board to implement evaluation process that includes established job descriptions and performance standards. Requires [*certain interviews and evaluations*] pre-evaluation and post evaluation interviews. Specifies that the district must consult collective bargaining representative if teachers are represented by such person.

Effective July 1, 1980.

## A BILL FOR AN ACT

Relating to education; amending ORS 342.850; and prescribing an effective date.

**Be It Enacted by the People of the State of Oregon:**

Section 1. ORS 342.850 is amended to read:

342.850. (1) The district superintendent of every school district, including superintendents of education service districts, shall cause to have made at least annually but with multiple observations an evaluation of performance for each probationary teacher employed by the district and at least biennially for any other teacher. The purpose of the evaluation is [*in order*] to allow the teacher and the district to determine the teacher's development and growth in the teaching profession and to evaluate the performance of the teaching responsibilities. A form for teacher evaluation shall be prescribed by the State Board of Education and completed pursuant to rules adopted by the district school board.

**(2) (a) The district school board shall develop an evaluation process in consultation with school administrators and with teachers. If the district's teachers are represented by a local bargaining organization, the board shall consult with teachers belonging to and appointed by the local bargaining organization in the consultation required by this paragraph.**

**(b) The district school board shall implement the evaluation process that includes:**

**(A) The establishment of job descriptions and performance standards which include but are not limited to items included in the job description;**

**(B) A preevaluation interview which includes but is not limited to the establishment of performance goals for the teacher, based on the job description and performance standards;**

**(C) An evaluation based on written criteria which include the performance goals; and**

**(D) A post-evaluation interview in which (i) the results of the evaluation are discussed with the teacher and (ii) a written program of assistance for improvement, if needed, is established.**

**(c) Nothing in this subsection is intended to prohibit a district from consulting with any other individuals.**

NOTE: Matter in bold face in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted; complete new sections begin with SECTION.

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(3) Except in those districts having an average daily membership, as defined in ORS 327.006, of fewer than 200 students, the person or persons making the evaluations must hold teaching certificates. The evaluation shall be signed by the school official who supervises the teacher and by the teacher. A copy of the evaluation shall be delivered to the teacher.

[*(2)*] (4) The [*annual*] evaluation reports shall be maintained in the personnel files of the district.

[*(3)*] (5) The [*annual*] evaluation report shall be placed in the teacher's personnel file only after reasonable notice to the teacher.

[*(4)*] (6) A teacher may make a written statement relating to any evaluation, reprimand, charge, action or any matter placed in the teacher's personnel file and such teacher's statement shall be placed in the personnel file.

[*(5)*] (7) The personnel file shall be open for inspection by the teacher but shall be open only to such other persons as are officially designated by the district school board or by the teacher, in accordance with such rules as the district school board shall adopt.

**SECTION 2.** This Act takes effect July 1, 1980.

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Teacher, Elementary Classroom

This job description applies to all general elementary classroom teacher positions. Additional responsibilities and qualifications may be added for a specific position by the supervisor.

1. Primary Function: Conducts all regular classroom activities as designated by the school district.

2. Responsible to: Building Principal

3. Assigned Responsibilities:

   3.01 Establishes and maintains an orderly and supportive classroom environment in which students are actively participating and show respect for one another and for the teacher.
   3.02 Maintains a physical environment conducive to learning.
   3.03 Plans a program of study designed to meet the individual needs, interests, and abilities of students.
   3.04 Ensures that instructional activities and materials are clearly related to District and school goals and objectives, and that District-approved materials are used as the core of instruction.
   3.05 Conducts interesting and well-paced classes, using a variety of instructional techniques, strategies, and media appropriate to the lesson and the needs and capabilities of the students.
   3.06 Identifies, diagnoses, and prescribes remediation for individual learning difficulties.
   3.07 Maximizes time when students are paying attention and working on tasks directly related to the subject matter.
   3.08 Makes sure students understand what to do before undertaking assignments.
   3.09 Assesses, keeps track of, and provides feedback promptly and often to students on their progress and assignments--maintaining such records as required by law and District policy.
   3.10 Collaborates with the support services team to develop Individual Education Programs (IEP's).
   3.11 Upon request, assits in the selection of books, equipment, and other instructional materials.
   3.12 Responds in a cooperative and positive manner to supervision.
   3.13 Establishes and maintains open lines of communication with students and their parents concerning both the broad academic and behavioral progress of students.
   3.14 Maintains open lines of communication with classified staff, certificated staff, and support personnel to establish a positive work environment.
   3.15 Assumes responsibility for assigned non-teaching duties, e.g., lunch count, playground duty, etc.
   3.16 Takes all reasonable precautions to provide for health and safety of the students and to protect equipment, material, and facilities.
   3.17 Assists the administration in implementing policies and rules governing student life conduct.
   3.18 Attends and participates in faculty meetings.

3.19 Achieves professional growth through consultation with District support staff and attendance at building and District inservice meetings.
3.20 Establishes and maintains a good working relationship with building administrators and staff--cooperating to resolve problems in a professional manner so that the concerns of all parties are considered.
3.21 Participates in activities which are related to school functions and/or the educative process which occur outside the regular school day.
3.22 Performs other duties as assigned.
3.23 Follows specified standards, policies, and procedures of the building and District.

Additional Responsibilities
3.24
3.25
3.26

4. Minimum Qualifications:

4.01 Oregon Elementary Teaching Certificate
4.02 Knowledge of child growth and development at each level of instruction
Additional Qualifications:
4.03
4.04
4.05

5. Minimum Term of Employment: Teacher Contract

6. Salary Level: Placement on Teacher Salary Schedule

7. Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by:_____ Date_____
(supervisor)

Received by_____ Date_____
(staff member)

Appendix C

PERFORMANCE STANDARDS FOR TEACHERS*

1. Professional and Personal
   - 1.01 Is current and has depth in learning theory, teaching methods, subject matter, and District curriculum/texts.
   - 1.02 Communicates, cooperates, and works effectively with fellow teachers, administrators, parents, and others in utilizing support services.
   - 1.03 Acts in a discreet and professional manner when discussing student or school problems.
   - 1.04 Seeks professional self-improvement activities.
   - 1.05 Has a positive attitude and interest in teaching as a profession.

2. Planning
   - 2.01 Continually plans appropriate learning activities of high quality by:
     - 2.01.01 Matching instructional activities and materials to individual and group needs.
     - 2.01.02 Selecting activities and materials which are clearly related to District/school/department objectives.
   - 2.02 Uses granted planning time for tasks related to the instructional program.
   - 2.03 Establishes a series of student objectives which are clear and consistent with adopted curriculum, appropriately sequenced, specific, and measurable.

3. Classroom or Activity Management
   - 3.01 Establishes and maintains an orderly and supportive environment for students.
   - 3.02 Consistently follows school regulations regarding attendance reporting, grading, and record keeping.
   - 3.03 Demonstrates a courteous and helpful attitude toward students.
   - 3.04 Recognizes conditions which may lead to disciplinary problems and takes appropriate preventive action.
   - 3.05 Reinforces desired pupil behaviors and responds appropriately to disruptive pupil behaviors.
   - 3.06 Follows procedures defined in District/building discipline policy.

4. Teaching
   - 4.01 Allocates sufficient time to cover the subject matter, materials, or activities.
   - 4.02 Maximizes time when students are paying attention and working on tasks directly related to the subject matter, materials or activities.
   - 4.03 Makes sure students understand what to do before undertaking assignments.
   - 4.04 Provides time for practice and review as needed.
   - 4.05 Monitors student understanding and adjusts the lesson and activity assignments accordingly.
   - 4.06 Uses a variety of instructional techniques, strategies, and materials appropriate to the lesson or activity.

*Teachers, as used here, refers to all non-supervisory certificated staff.

4.07 Incorporates principles of learning.
4.08 Establishes, communicates, and maintains standards of student achievement based on sound professional judgment.

5. Evaluation
5.01 Designs and/or selects a variety of effective evaluative techniques to measure student learning.
5.02 Makes use of student records, parent conferences, counselors, resource specialists, test results, and other diagnostic tools to assess the learning needs and capabilities of individual pupils.
5.03 Assesses, keeps track of, and provides feedback promptly and often to students on their progress and assignments.
5.04 Uses a grading system that is consistent, fair, and supportable.

Appendix D

EVALUATION CALENDAR

The chart below indicates the minimum number of formal* and informal observations and evaluation conferences that are to occur each school year.

| Date to Be Completed | First Year Probationary & Temporary 1 | Second Year Probationary | Third Year Probationary | Permanent |
|---|---|---|---|---|
| 10-1 | Review Goals | Review Goals | Review Goals | Review Goals |
| | 4 Observations<br>2 Formal<br>2 Informal<br>(1 by Oct. 15) | 3 Observations<br>2 Formal<br>1 Informal<br>(1 by Oct. 15) | 3 Observations<br>2 Formal<br>1 Informal<br>(1 by Oct. 15) | 3 Observations<br>1 Formal<br>2 Informal<br>(1 by Nov. 15) |
| 2-15 | Final Evaluation Report | Final Evaluation Report | Final Evaluation Report | |
| 3-1 | Write Performance Goals | Write Performance Goals | Write Performance Goals | |
| 5-1 | 1 Observation<br>(Formal or Informal) | 1 Observation<br>(Formal or Informal) | 1 Observation<br>(Formal or Informal) | Final Evaluation Report |
| 6-1 | | | | Write Performance Goals |
| Total Observation | 5 | 4 | 4 | 3 |

* Refer to description on next page

1 Less than full-year temporary staff members must have performance goals, at least one observation, and a final evaluation. The number of observations (at least one formal) will be designated by Personnel Services. The number of observations is to be based on the number of months served, and is to be proportional to the number of observations required for the full evaluation year.

Appendix E

## OBSERVATIONS

### Formal Observations

Each formal observation follows the clinical supervision model and includes a preconference, a classroom observation, and postconference:

1. Preconference
   The staff member and the supervisor meet to discuss the lesson and its objectives. Performance goals related to the observation are reviewed and areas on which data collection will be determined and the date, time, and length of the observation set. A summary of the preconference should be written on the "Preobservation Form."

2. Observation
   The supervisor visits the classroom to collect data. The length of the observation should be determined in the preconference.

3. Postconference
   The postconference will be held as soon as possible after the observation. The data collected are discussed, conclusions about the lesson reached, and decisions about future directions for growth activities made. During this conference, the staff member or supervisor may raise concerns about any performance goal. A summary of the postconference should be written on the "Postobservation Form."

### Informal Observations

Progress toward performance goals is also monitored through informal observations. These interactions usually include--but do not require--a classroom visit, and may or may not be prescheduled. The content of any discussion should focus on the staff member's progress toward performance goals and performance of the responsibilities found in the job descriptions and standards.

In order for an informal observation to be counted as one of the required number for the year, data must be shared with the staff member, written documentation must be included, and the form (Page 23) must be signed by both staff member and supervisor.

## FINAL EVALUATION REPORT

A final evaluation report will be completed by February 15 for all probationary staff members and for all permanent staff members by May 1. The form "Teacher Evaluation" (Page 24) is to be used for this purpose.

Performance goals for the ensuing evaluation year should be a natural outgrowth of this final evaluation. The "evaluation year" begins and ends with the completion of the Final Evauation Report. This occurs on or before February 15 for probationary and temporary staff members, and on or before May 1 for permanent staff members.

Appendix F

## CLINICAL SUPERVISION MODEL

The clinical supervision process is required for all formal observations. Clinical supervision consists of a perobservation conference, a classroom observation, and a postobservation conference. Some components of these three phases are:

Phase I Preobservation Conference

This activity--sometimes referred to as the planning conference--centers on the teacher and the supervisor arriving at a shared understanding about the:

- objectives of the lesson
- student activities planned
- evaluation methods to be used
- teacher's concern or focus for improvement
- techniques or tools to be used for data collection*
- mechanics (date, time, length of visit, seating arrangements, etc.)

Phase II Observation

This is the data-collection activity as planned in Phase I.

Phase III Postobservation Conference

This conference provides the teacher with feedback using the objective, observable data. The purpose is to either reinforce present teacher behavior (if that behavior seemed to produce desired outcomes) or to stimulate an inquiry into what changes in teacher behavior might result in improved performance.

The logical outcome of a postobservation conference is to plan for the next observation. In this sense, the clinical supervision model is cyclical and never ending.

*Some common data-gathering techniques or tools are:

audio or video tape
verbal flow studies
movement pattern charts
teacher questions lists
teacher feedback patterns
at-task analyses
pupil observation survey
interaction analysis
verbatim or selected verbatim transcripts

Form No. Per-36

Appendix G

Salem Public Schools
School District No. 24J
Marion County, Oregon

# PRE-OBSERVATION FORM

Staff Member _____ Supervisor _____

Date and Time of Visit _____ Subject or Class _____

I. OBJECTIVE(S) OF THE LESSON

II. INSTRUCTIONAL PROCEDURES TO BE USED

III. HOW STUDENT ACHIEVEMENT OF OBJECTIVES WILL BE ASSESSED

IV. SPECIFIC AREAS FOR OBSERVATION

V. TYPE OF DATA COLLECTION TO BE USED

VI. OTHER INFORMATION NEEDED BY OBSERVER

_____ _____
STAFF MEMBER'S SIGNATURE DATE

_____ _____
SUPERVISOR'S SIGNATURE DATE

Form No. Per-37

Salem Public Schools
School District No. 24J
Marion County, Oregon

## POST-OBSERVATION FORM

Staff Member _____ Supervisor _____

Date and Time of Observation _____ Subject or Class _____

I. TYPE OF DATA COLLECTION USED

II. ANALYSIS OF LESSON

III. CONCLUSIONS DISCUSSED

IV. PLANS FOR NEXT OBSERVATION

V. DATE AND TIME FOR NEXT OBSERVATION

_____ _____
STAFF MEMBER'S SIGNATURE DATE

_____ _____
SUPERVISOR'S SIGNATURE DATE

Form No. Per-38

Salem Public Schools
School District No. 24J
Marion County, Oregon

## INFORMAL OBSERVATION FORM

Teacher _____ Assignment _____

Date _____ Supervisor _____

SUMMARY OF OBSERVATION:

SUMMARY OF CONFERENCE:

_____ _____
STAFF MEMBER'S SIGNATURE DATE

_____ _____
SUPERVISOR'S SIGNATURE DATE

_____ School District No. _____

_____ Oregon

## TEACHER EVALUATION

Name _____ Employe Status _____

Assignment _____ School _____

General Instructions: This evaluation is based on the individual's performance goals, job description, and performance standards. Use the reverse side or additional pages as needed.

1. In what ways has the teacher met, failed to meet, or exceeded the performance standards, performance goals and teaching responsibilities?

2. In what areas has the teacher shown development and growth in the teaching profession?

3. In what specific areas does the teacher need to demonstrate additional development and growth?

4. Supervisor's recommendations:

☐ Continuation of Employment

Comments:

☐ Termination of Employment

☐ Other _____

5. Teacher's response, if desired, as provided by law. [See reverse side for ORS 342.850(6)]

6. The following attachments are a part of this report:

This is to certify that we have read and discussed the above report.

_____ _____

Teacher's Signature Date Supervisor's Signature Date

Oregon Department of Education
Form 581-1231 (Rev. 11/79)
Effective 7/1/80

Appendix H

# LEADER'S GUIDE

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